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ABSTRACT

This report, representing the first half of a comprehensive study, describes the personnel of the Social Services Component in Title IV-A Day Care in Philadelphia and discusses some of the functions and services provided by these personnel. Data were based on responses from 129 service workers in 38 agencies. Respondents reported information on 21 variables concerning their background and training conditions, and identified what they perceived to be the primary services of their agencies. Responses on all variables are reported and data on four major questions are presented in some detail; these four involve the types of direct services provided and the educational background, caseload and percentage of time spent in direct services by assistants/aides, social workers and supervisors. The most important services identified were information and referral, counseling, and participation in parent activities in day care. Educational backgrounds of assistants/aides and social workers were found to be different but their jobs were found to be similar, except that social workers provided more of the direct services to families while assistants/aides spent more time on eligibility and parent participation activities. More than half of all social service workers were supervised by an agency director rather than a social service supervisor. Tables are included. (Author/JMB)

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A PROFILE OF SOCIAL SERVICE PERSONNEL IN TITLE IV-A DAY CARE IN PHILADELPHIA 1974-1975

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ABSTRACT

The Evaluation Unit of Day Care Services undertook a descriptive study of the Social Services Component in Title IV-A Day Care agencies in Philadelphia between June to August 1975. The descriptive study was the first step toward systematically looking at the Social Services Component before conducting evaluative studies relating to the quality, effects, or issues in social services. The objective was to describe the personnel of the Social Services Component and discuss some of the functions and services provided by the workers. Four major questions were raised and addressed and twenty-one major characteristics were examined to describe the personnel of the Component.

The findings of this study were based on responses from 129 service workers in 37 agencies. The most important services identified were "information and referral," "counseling," and the "worker's role in parent activities" in day care. Employment/ training, health (referral), marital/ separation/divorce (counseling), housing, and school placement were the major "information and referral" and "counseling" services provided to families in day care.

Assistants/aides had a high school education or some college education. Their median caseload was 61-70 families, and 55% of their work time was concentrated in direct services and 40% in agency related work. Almost all social workers had BA/BS degrees, and half of the group had majored in social work or sociology. The social worker's median caseload was 31-40 families, and they spent 65% of their work time in "Client Related Activities" and 25% in "Agency Related Activities." All supervisors held BA/BS degrees with

two-thirds of the group having an MSW/MA degree. Supervisors indicated that 25% of their work time was spent in "Client Related Activities" and 65% of their time in "Agency Related Activities." Supervisors also indicated that 25% of their time was spent in direct "Supervision" which is categorized under "Agency Related Activities."

Assistants/aide's and social worker's jobs were similar except that social workers provided more of the "Direct Services" to families, while assistants/aides spent more time on "Eligibility" and "Parent Participation" activities. Their educational backgrounds were different. Over half of all social service workers were supervised by an agency director rather than a social service supervisor.

A PROFILE OF SOCIAL SERVICES PERSONNEL IN TITLE IV-A DAY CARE IN PHILADELPHIA 1974-1975

Introduction

This is the first of two reports constituting an initial study describing the Social Services Component across 39 Title IV-A Day Care agencies in Philadelphia during 1974-1975.

Primarily descriptive in nature, the overall study focuses on the component's purpose and on the characteristics of social services staff members. It does not address the quality or effects of service. These two aspects presuppose an understanding of the depth and scope of services provided, the structure and process of certain aspects of the component, and information about the skills held by the service providers. Without this information, an attempt to report on quality and effect was seen as premature. Consequently, the approach taken in the study is considered a necessary first step toward systematically looking at the component in order to have a sound base for planning further studies.

Although often considered part of the Social Services Component, Parent Involvement and Volunteer Services will not be discussed in this study. Plans were originally formulated to look at these components separately, and this report adheres to that basic strategy. Also, explicit concern with children's records is not within the purview of this study since the Health Advocacy Training (H.A.T.) program is engaged in an extended study of this area.

The objectives for this study were:

1. To describe the personnel of the social services component.

2. To describe the depth and scope of the social services component, that is, the kinds of services provided in day care agencies.

These objectives were specifically addressed in terms of the following questions:

1. What are the educational levels of the social services workers?

2. How many families are assigned to each social services staff member?

3. What are the duties and the proportion of time spent on specific tasks by the social services staff?

4. What kinds of direct services are provided to families in day care?

5. How does the component provide professional growth and development for social services staff?

6. What are the criteria for determining the workloads of the staff?

7. What are the priorities adopted by each agency for admission of a child?

8. When a child/family is ineligible for day care, what actions are taken by the agency?

9. What is the typical admission procedure, i.e., who is involved, and what information is shared between the family and agency?

When designing the study, primary consideration was given to the usefulness of the information to be generated for all levels of day care administration. The study envisaged providing information for planning and development of training programs by Day Care Services and the Get Set administration. As for the agencies' directors and social services workers

themselves, it was judged that a component-wide description would be useful as a means of assessing and comparing their specific form of functioning with the mode of operation found in the program in general. Finally, this kind of descriptive study is seen as supplying useful information to the Regional Office of DPW, information which is pertinent to policy sections 4638 and 4671-72 of the 4600 Day Care Regulations.

Although this first report actually focuses on part of the above objectives, the overall study was designed to review all of the objectives. The study design below briefly explains the planning of the two reports and the questionnaires developed for each. This first report concentrates on objective one and questions 1-4 above. The second report addresses objective two and questions 5-9. Within each report there is discussion of data collection procedures and data analysis followed by a summary and implications. In each report there is an overall summary and discussion of the implications with a closing statement regarding areas for further investigation.

Study Design

Planning for the overall study began in July 1974 when members of the Day Care Services Evaluation Unit met initially with the Social Services Consultant from Day Care Services (DCS) and the Social Casework and Training Supervisor from Get Set. The two questionnaires for the study were developed and first presented in draft form to the Evaluation Advisory Committee in December 1974. A review of the questionnaires was carried out with the Committee item by item over the course of the next three monthly meetings; both questionnaires were endorsed by the Committee in April 1975. Data collection was conducted from late May to August 1975.

Questionnaire A (Social Services Personnel Profile), designed for objective one and questions 1-4, is the focus of this first report. The four page questionnaire focused on demographic data, task functions, and staff training. Each social services staff member was requested to complete and return the form. Questionnaire B (Structure, Functions, and Services of the Social Services Component), designed for objective two and questions 5-7, is the concern of the second report.

For this first report, processing and tabulation of the data was done both manually and by the use of a computer. Analysis was based primarily upon an examination of percentages for all reporting social services' staff. General data are given and discussed first, and then the data for the four major questions are examined.

Data Collection Procedures

Data collection for Questionnaire A began in May, 1975. In mid-May, incorporated in a letter to inform agencies of the progress and plans of the Evaluation Unit, the director was informed that Questionnaire A would soon be mailed, and that each of their social services workers would be requested to complete the questionnaire. In the meantime, a listing of the potential respondents was developed, aided by the DCS Social Services Coordinator and the Get Set Day Care Social Services Coordinator. A week after the preliminary announcement, a cover letter to the director of the

agency, the questionnaire, and the instructions for completing the questionnaire were mailed or hand carried to each agency. A total of 200 questionnaires were distributed during the two weeks.

Approximately four weeks later, thank you letters were mailed to those agencies in which all services workers responded. A follow-up letter along with additional copies of the questionnaire was mailed to those agencies whose social service workers had not all responded.

Two weeks later, a telephone call was made to each agency which had not responded to the second appeal. With the exception of three returns, all questionnaires were returned during the months of June and July 1975. No responses received after August 15, 1975 were included.

The four page questionnaire was composed of 18 questions (see Appendix A). Completion time for the questionnaire was estimated to be 15 minutes. Each respondent was asked to complete the questionnaire and return it to DCS Evaluation. Each respondent was assured that the information would be held in confidence in that the raw data would not be shared with others, and information shared would be only the summary of data collected.

Initially, 40 agencies were included in the study, but one was eliminated as it chose not to renew its contract for day care. Consequently, 39 agencies were considered for this study of which one or more social service workers from 38 agencies returned their forms.

The initial estimate of the number of social services workers was 200. After the first follow-up letter in mid-June, the number of social services workers was corrected to 188. During this period, we were informed that

two positions were vacant, and therefore, the total number of social services workers who could have responded was 186.

This study reports on the 129 responses received (69%) of the total possible respondents. A breakdown of the responses is given in Table 1.

TABLE 1

NUMBER OF SOCIAL SERVICES WORKERS
RESPONDING TO THE PROFILE

Response	Total IV-A	
	Number	Percentage
Responded	129	69%
Did not Respond	57	31%
Total	186	100%

Further refinements in the distribution of responses are shown in Tables B1 and B2. (See Appendix B) Six types of agencies were considered (Preschool; Preschool and School Age -- including both centers and homes; School Age; Mental Health and Mental Retardation -- MH/MR; Infant, Toddler, Preschool, and School Age; and Infant and Toddler). Workers in Preschool agencies represented 41% of the total, and respondents from Preschool and School Age agencies represented 23%. These were the two largest categories. Over half (52%) of the respondents were social workers, 37% were assistant/aides, 10% were supervisors, and 1% did not designate their job category. Over half of the respondents (52%) were employed in agencies serving 150

or more children, 23% were employed in agencies serving 50-99 children, 14% were employed in agencies serving 1-49 children, and the remaining 11% were employed in agencies serving 100-149 children.

The report proceeds first with the general characteristics of workers according to 20 variables. The specific tables pertinent to each variable are placed in Appendix B of the study. The report then discusses findings in relation to the four major questions, and the tables of data and a summary statement are both incorporated in the text.

Findings

The first finding pertains to the reported perceptions of social service workers regarding the primary services of their agencies.

The three most frequently cited major services were "Information and Referral" (41%), "Counseling" (36%), and participating in "Parent Activities" (18%). Other frequently cited services (each at 12%) were "Eligibility," "Communication Channel between Agency and Family," and "Health Services -- Records and Screening." Twenty-one percent left the item blank or were unable to respond to the item. These are the services, then, which the social service workers believed were fundamental to their work. It is within this perspective that the twenty characteristics of social service workers are considered, especially characteristics regarding background, promotions, self-improvement, and training. (Table B3)

The following are the summary statements for 21 variables pertaining to the Social Service Workers. All tables are found in Appendix B.

1. Method by which Social Service Workers were attracted to their agency for employment.

   Overall, two-thirds of the Social Service Workers secured their jobs through three major means. Thirty-seven percent found their jobs through "Friends/Acquaintance," 17% indicated "Called or Walked In," and 9% responded "News Advertisement" as the method of securing their jobs. (Table B4)

2. Number of Overtime Hours

   Two out of every five workers indicated they worked overtime. Of the 40% who worked overtime, 56% indicated they worked between 1-5 hours per week overtime. (Table B5) Workers in day care averaged 1-5 hours overtime, but some even spent up to 15 hours in working overtime. (Table B6)

3. Full time or Part-Time Employment

   Ninety-five percent of the Social Service Workers were employed full-time, and 5% were employed part-time. (Table B7)

4. Age

   The ages of the Social Service Workers were classified into ten-year intervals beginning with the age range 20-29 and ending with 60-69. The largest group (43%) was 20-29, followed by 30-39 (25%), and 40-49 (24%). A total of 92% of the respondents were between 20-49 years of age. (Table B8)

5. Sex

   Eighty percent of the Social Service Workers were female. Two

percent of the respondents left the item blank. (Table B9)

6. Level of Education

Overall, two of every three Social Service Workers had a minimum of a BA/BS degree. More than two-fifths had a BA/BS plus other credits, and more than one-fifth had an MSW/MA degree. (Table B10)

7. Major in College

Of the 84% of the respondents who were attending college or who had graduated from college, one-third had majored in social work or social welfare, and approximately one-fourth had majored in sociology or social work. Taken together, more than one-half had majored in sociology or social work. By including the one-tenth of the workers who had majored in psychology, two-thirds of all Social Service Workers can be accounted for as having majored in these areas of study. (Table B11)

8. Type of Continuing Education

Three of every five Social Service Workers were planning to continue their formal training; one of every five were not. The remaining were undecided or did not provide a response. Seventy-three percent of the assistants/aides (a/a), 53% of the social workers (swk), and 8 of 13 supervisors indicated they planned to continue their formal education. (Table B12)

Of the 52% of the number of respondents planning to continue their formal education and who indicated the type of degree or certificate program, 45% of the assistants/aides indicated working toward a BA/BS, and 24% aspired toward an MSW/MA degree. Eighty-five percent of the social workers said they were working toward their

MSW/MA degree. Four of the seven supervisors plan to work toward their Ph.D. (Table B13)

9. Salary of Service Workers

One hundred and nine respondents indicated their salary, which ranged from $5,000-16,999. The median salary for all Social Service Workers was $9,000-9,999 (specifically $9,825). The median salary for assistants/aides was also $9,000-9,999 (specifically $9,500). The median salary for social workers was $9,000-9,999 (specifically $9,600). For supervisors, the median salary was $12,000-12,999 (specifically $12,800). Thus the difference in median salary for assistants/aides and social workers was only $100, while supervisors differed from the other two positions by more than $3,000. (Table B14)

10. Proximity of Workers to Their Day Care Center

Fifty-six percent of the Social Service Workers resided within a five mile radius of the center. Specifically, 30% resided within three miles while 26% resided within 3-4.9 miles. One fourth resided 10 or more miles from the center. (Table B15)

11. Proximity of Service Workers to Their Center Relative to Their Position

Sixty-nine percent of the assistants/aides, 49% of the social workers, and 5 of 13 supervisors resided within a five mile radius of their center. Of the assistants/aides, four-tenths were even within a three mile radius, and workers at this position may be said to be employed from the immediate community. (Table B16)

12. Orientation

Overall, 80% of the workers were reported being given an orientation to their agency. (Table B17)

13. Number of Years Employed Prior to Current Position

Forty percent of the respondents indicated that they had been employed in another position for 1-5 years prior to their current position. Twenty-eight percent indicated 5-10 years of previous employment experience. Less than 2% reported their current job as their first employment experience. (Table B18)

14. Type of Employment Experiences Prior to Employment with Day Care

An analysis of the employment experiences reported by the social service workers showed that they were concentrated in three major categories. One-fourth of the workers had prior employment solely in social services. The third major group, one-sixth of the Social Service Workers, had prior experience solely in combinations of health, education, and welfare experiences. (Table B19)

15. Number of Years With Current Day Care Agency

Overall, three of every four workers have been employed less than five years with their respective agencies. Thirty-seven percent have been employed for 1-2.9 years, another 27% have been with their agency for 3-4.9 years, and 15% were employed by their agency for less than one year. (Table B20)

16. Promotion Since Employment

The overall total shows that one-third of the workers have been promoted since their employment and the remainder have not. (Table B21)

17. Type of Promotion Since Employment

Six categories were used to scale promotions from lower to higher positions as well as lateral promotions. The categories were:

1. Other position to assistant/aide
2. Assistant to assistant (different levels)
3. Assistant to social worker
4. Social worker to social worker (different levels)
5. Social worker to supervisor
6. Social worker to other positions

Half of the promotions fell within two of the categories, that is, "Other position to assistant/aide" (24%), and "Assistant/aide to social worker" (26%). The remaining categories were fairly equally distributed 12% - 14% each. (Table B22)

18. Supervision

Center/Agency directors or social service supervisors had direct responsibility for over 70% of the Social Service Workers. Three-tenths of the workers were supervised by a social service supervisor, and four-tenths were supervised by a center/agency director. (Table B23)

19. Staff Development

Eighty-five percent of the respondents reported participating in staff development during the past year. (Table B24)

20. Type of Staff Training

Training provided either within or outside of the agency was classified into seven categories. Definitions for three categories will be provided here. "Support Group" refers to Day Care Services social service meetings held to acquaint workers with one another and to share problems and issues occurring in practice. "Practice Skills" refers to training in how to perform by focusing on different techniques to carry out one's duties. "Theory Skills" refers to the analysis of a set of facts, taught over a number of weeks, and thus courses taken at a university or college were classified here.

Within the classifications, the major mode of staff development was "Practice Skills" (45%), followed by "Practice and Theory" (14%), and "Support Group with Practice" (10%). (Table B25)

21. Source of Staff Training

Of 107 respondents who specified the source of training, approximately two of every five workers received training from one source only. That is, 16% received training from Day Care Services (DCS), 7% from their own agency, 7% from a university/college, and 7% from other agencies. Approximately three of every five workers received training from a combination of sources.

This concludes the reporting of the various background and training conditions reported by the Social Service Workers. The remainder of this report focuses upon the four major questions related to the first objective of the overall study.

QUESTION 1. What are the Educational Levels of the Social Service Workers?

TABLE 2

LEVEL OF EDUCATION BASED ON POSITION TITLES

Education Completed	POSITION							
	Assistant/ Aide		Social Worker		Supervisor		All Social Service Workers	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
High School or less	20	42%	0	0%	0	0%	20	15%
Some College	21	43%	3	4%	0	0%	24	19%
BA/BS and other credits	7	15%	46	68%	4	31%	57	44%
MSW/MA & other credits	0	0	19	28%	9	69%	28	22%
Total	48	100%	68	100%	13	100%	129	100%

Three major position levels identified were supervisor, social worker, and assistant/aide. It was noted above that two-thirds of the service workers had at least a BA/BS and one-fifth had MSW/MA. Focusing on each position, more than two-fifths of the aides had a formal education level of high school or less, and two-fifths had some college education. Eighty-five percent of the aides had less than a four-year degree.

Almost seven-tenths of the social workers had a BA/BS degree, and almost three-tenths had their MSW/MA. On the other hand, three-tenths of the supervisors had BA/BS degrees, and seven-tenths had MSW/MA degrees,

indicating an inverse proportion of those with BA/BS and MSW/MA between social workers and supervisors.

The data support the conclusion that the level of formal education was directly related to the level of social service positions within the component. Also, 96% of the Social Service Workers had a minimum of a BA/BS; therefore, agencies had adhered to the policy mandate that social workers have a four-year college degree.

QUESTION 2. How many Families are Assigned to Each Level of Social Service Staff?

TABLE 3

NUMBER OF FAMILIES (CASELOAD) IN RELATION TO SOCIAL SERVICE POSITIONS

Number of Families	Assistant/ Aide		Social Worker		Supervisor		Total IV-A	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
20 or less	4	8%	2	3%	6	46%	12	9%
21 - 30	3	6%	25	37%	0	0%	28	22%
31 - 40	8	17%	20	30%	4	31%	32	25%
41 - 50	4	8%	7	10%	0	0%	11	9%
51 - 60	4	8%	2	3%	0	0%	6	4%
61 - 70	7	15%	5	7%	1	8%	13	10%
71 - 80	6	12%	1	1%	0	0%	7	5%
81 plus	5	10%	4	6%	0	0%	9	7%
Blank	7	15%	2	3%	2	15%	11	9%
Total	48	100%	68	100%	13	100%	129	100%

Data displayed in Table 3 show that the median number of families assigned to the average Social Service Worker was between 31-40 families. The median number of families for aides was 61-70, while the social workers have 31-40 families. One-third of the social workers were assigned the median number of families, whereas, only 17% of the aides had 31-40 families. Seventy percent of the social workers as compared to 30% of the aides were assigned 40 or less families.

The data tend to indicate that, as one moves up the career ladder, the assigned number of families was less. Aides had almost double the number of families assigned to social workers. The total number of service workers were distributed widely over the numbers of families, while the social workers and supervisors tended to cluster in the categories indicating 40 or less families.

QUESTION 3. What are the Duties and the Proportion of Time Spent on Specific Tasks by the Social Services Staff?

Respondents were requested to indicate the percentage of time spent in eleven task areas related to their job. These eleven tasks were presented under three major categories which were "client related," "agency related," and "supervision." In presenting the results, "supervision" was subsumed under "agency related"; therefore, two major categories are presented. These tasks are defined as follows:

Client Related Activities are activities primarily focused on the client and are composed of six sub-categories: (Panel A)

Eligibility is defined as work involved for admission, redetermination, and termination, and other activities related to the process of determining eligibility and continued eligibility for services.

Direct Services is defined as time spent in changing behavior, values, and attitudes of the client in order to resolve family needs. Thus counseling, information giving, or therapy are techniques involved to resolve the family's needs.

Collateral Services is defined as activities involving the process of conducting referral (e.g., contacting or arranging appointments) and liaison work between the agency, family, and community resources to meet the family's needs.

Recording is defined as time spent in writing in the family's case record which includes such information as social case history, service plans, and other pertinent information.

Planning is defined as the time spent in coordinating and planning how the worker will spend his/her time in completing the duties.

Travel is defined as the time spent to and from the home base (office) to the client's place of contact (home visit, hospital visit).

Agency Related Activities are activities primarily engaged in for the agency's benefit and are composed of five categories: (Panel B)

Supervision is defined as direct supervision of staff for professional growth and development, and includes teaching workers how to complete required forms.

Agency Activities is defined as activities necessary for the operation of the agency such as writing proposals, staff meetings about new policies or changes, staff development of workers (learning), and coordinating services of other components.

Parent Activities is defined as the worker involved in the outreach program activity of the agency to engage parents in the role of a) helper/supporter, b) learner/observer, c) tutor/educator, and d) advisor/decision maker/organizer either as a volunteer or paid employee.

Community Activities is defined as those activities in the community on behalf of the agency, such as serving as a panelist.

Unspecified is defined as other tasks unlisted, such as completing statistical reports, attendance records, and others.

Figure 1 shows, in two panels, the median of the percentage of time for each activity and the median "total" for each panel. One hundred responses were used; 29 responses were excluded because the item was either not completed or it was incorrect (i.e., the totals were either greater than or less than 100%). Since each worker did not work the same number of hours, the median percentage was used rather than the average percentage. The sum of the median percentage was not calculated, but the median of the "total" reported by the workers was used instead. The figures show the median percentage of time spent as reported by assistants/aides, social workers, and supervisors. Although crude, these values permit the display and comparison of time spent in different activities by three different social service positions.

Panel A (client related activities) shows that the social workers spent 65% of their working hours on the six tasks, assistants/aides spent 55% of their time on the six tasks, and supervisors spent 25% of their time on the six tasks. Individually, supervisors did not spend time determining "Eligibility," and spent 5% of their time on each of the other five tasks. Social workers spent 20% of their time on "Direct Services," 10% on each of four tasks ("Eligibility," "Collateral Services," "Recording", and "Travel"), and 5% on "Planning." Assistants/aides spent 20% of their time on "Eligibility," 10% on each of four tasks ("Direct Services," "Collateral Services," "Recording" and "Planning"), and 5% on "Travel."

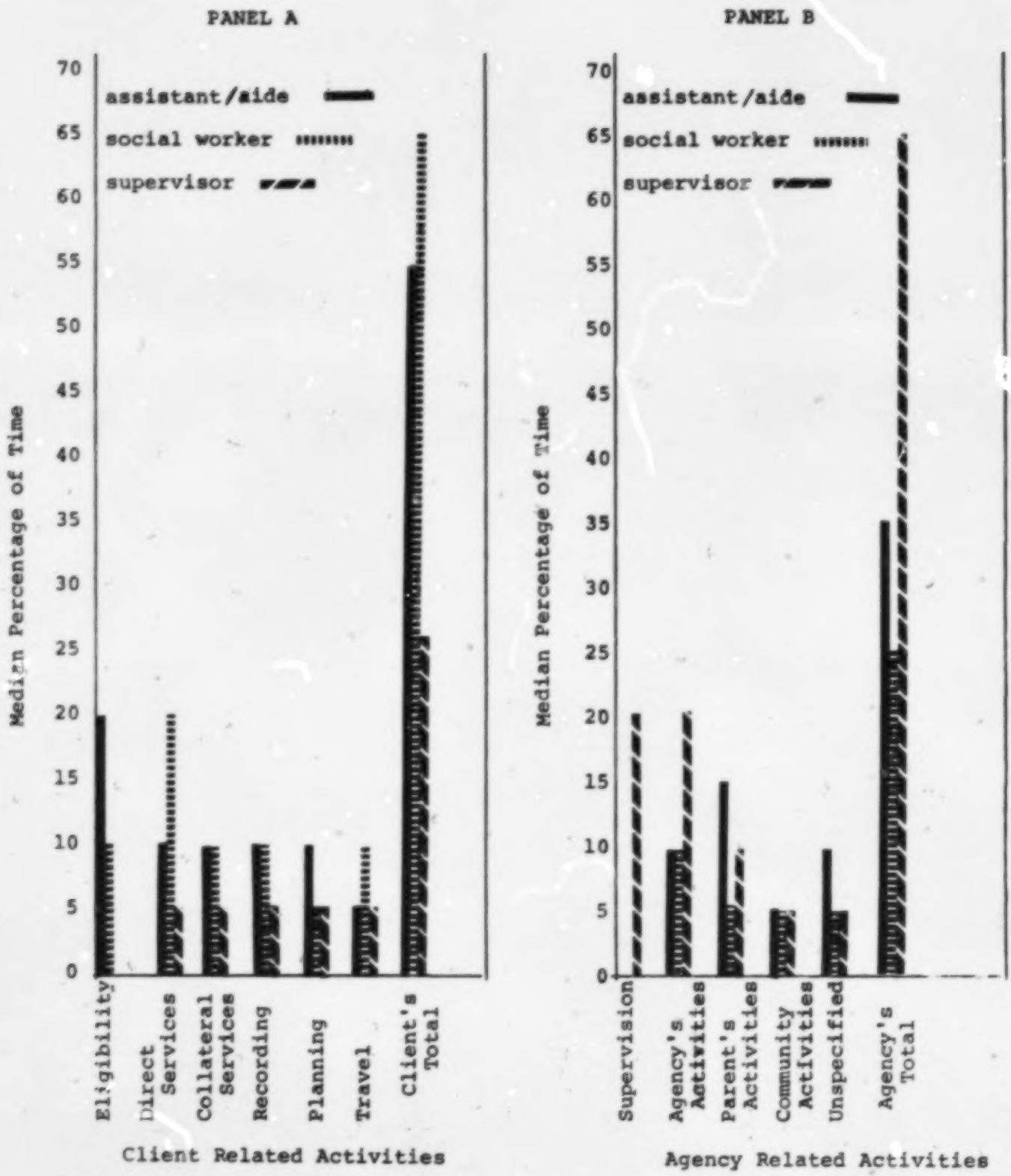

Figure 1. Relative Percentages of time spent by an assistant/aide, a social worker, and a supervisor on Client Related Activities and Agency Related Activities.

Assistants/aides and social workers spent their time in similar ways, but the most notable difference was that "Eligibility" primarily was carried out by assistants/aides and "Social Services" primarily was provided by social workers. Social workers also spent slightly less time on "Planning" and more time on "Travel" than did assistants/aides.

Panel B ("Agency Related Activities") shows that supervisors spent 65% of their time on these tasks, assistants/aides spent 35%, and social workers spent 25% of their time in the five task areas identified. Supervisors spent 20% of their time in direct "Supervision" and also on "Agency Activities," 10% on "Parent Activities" and 5% on each of the remaining two tasks of "Community Activities" and "Unspecified." Neither assistants/aides nor social workers spent time on "Supervision" and both spent 10% of their time on "Agency Activities" and 5% on "Community Activities." They differed on two of the remaining tasks, that is, assistants/aides spent 15% on "Parent Activities" and "Unspecified," whereas, social workers spent 5% on "Parent Activities" and "Unspecified."

All of these activities were required (according to Pennsylvania Regulations) and in fact appeared to be encompassed in the work of the social services staff. Assistants/aides, in many respects, carried out the same tasks as did social workers, but spent different amounts of their time in many of the activities commensurate with the level of their education and skills. In general, straight forward tasks (e.g., determining eligibility) were done more by assistants/aides than by social workers. Activities requiring more education and a higher level of skill (e.g., providing direct services) were done to a greater extent by social workers than by assistants/aides.

QUESTION 4. What Kinds of Direct Services are Provided to Families in Day Care?

Social Service Workers were requested to list up to six specific types of direct services provided by their agency. By "service" was meant both the "content area" (e.g., employment) and the "type of service" (e.g., "counseling" or "referral"). The responses were thus categorized by both "content area" and "type of service." A large number of responses while specific in terms of "content area" were incomplete with regard to "type of service"; these responses were assigned an "Unspecified" type category.

Table 4 shows the five most frequently named "content areas" within the three "types of service" categories: "Information and Referral," "Counseling," and "Unspecified." The answers from 95 respondents were able to be thus categorized and ranked (and the remaining 34 were blank). A "Total" column is also provided in Table 4 which shows the five most frequently named "content areas," and their ranks, regardless of "type of service" category.

As can be seen in the table, two content areas occur regularly, usually with high rankings, in each of the type of service categories (and in the Total column): "Employment/Training" and "Health." Services for "Health" for example, were highly ranked under "Information and Referral" and also under "Counseling." The five most frequently indicated areas of service overall were: "Employment/Training," "Health Services--Recording and Screening," "Marital" (counseling), "Housing," "School Placement," and "Child Guidance."

TABLE 4

RANKINGS OF THE FIVE MOST FREQUENTLY INDICATED SERVICES
(CONTENT AREAS BY TYPE OF SERVICE) PROVIDED BY SOCIAL SERVICE WORKERS IN DAY CARE*

Rank	Content Areas by Type of Service									TOTAL: Most Frequently Occurring Content Areas Regardless of Type of Service N = 95		
	Information and Referral N = 69			Counseling N = 59			Unspecified N = 64					
		N	%		N	%		N	%		N	%
1	Employment/ Training	38	55	Marital	19	32	Health Recording & Screening	17	28	Employment/ Training	60	63
2	Health Services (Recording & Screening)	20	29	Employment/ Training	9	15	Employment/ Training	13	21	Health Services Recording & Screening	42	44
3	Public & Medical Asst./ Food Stamp	7	10	Child Guidance	6	10	Housing	10	16	Marriage/ Divorce/ Separation	21	22
4	Day Care Centers	6	9	Health Services Recording & Screening	5	8	Eligibility	6	10	Housing	13	14
5	(4)School Placement**	6	9	Career	3	5	Family/Home Management	4	7	School Placement	11	12
				(5)Academic**	3	5	(5)Child Guidance**	4	7	(5)Child Guidance**	11	12

* Note: The total number of respondents was 95. The N's under each type of service category reflect the multiple response nature of the questionnaire item.

** Number in parenthesis before a content area indicates area was tied for that rank.

By examining these service areas and types of direct service, one may readily see that day care social service workers are concerned, as the guidelines intend them to be, with the child and his/her family; they provide services to families which go well beyond the child's immediate needs. Public and medical assistance referrals, public school placement referrals, counsling parents on marital problems, employment and training, career development, and academic matters all show a concern for the family beyond the direct development of the child. Housing, and home management concerns also reflect this concern. Examining the overall rankings, Health and Child Guidance may be seen as relating directly to the child's development, but Employment, Marriage, and Housing problems, as total family concerns, are basic to the focus of any social service group, and clearly are not ignored by day care social service staff.

Summary and Conclusions

Before summarizing these findings, it is worth mentioning in brief some comments and questions which were returned on the questionnaires. Seven respondents wrote that question #14 (What do you consider the three most important services provided by the component to families in Day Care?) was vague or unclear. Another six respondents stated that question #16 (Your job requires you to do a number of things, what are these kinds of things, and what percentage of work time do they require?) was difficult, unrealistic, or impossible. Some respondents noted the need for other questions; one asked "Aren't you interested in the quality of orientation?" and one simply stated, "I might as well put my name on this." Overall, further information might have been revealed had more workers responded.

Many responses regarding the primary services (question #14) were not included because they referred to services such as serving hot meals, or named goals and objectives, other components, or "motivation," and were seemingly uninformed responses indicating that the question may have been poorly stated. Should the questionnaire or items from the questionnaire be used for another study, modifications for questions #14 and #16 (named above) will need to be made. None-the-less, even for questions #14 and #16, the results are revealing, given the responses that were returned.

The major findings of this report, and the conclusions which they seem to prompt are highlighted in the following paragraphs.

The Social Service Workers typically found their current jobs through a "friend or acquaintance," "called or walked in,"or through the "news media."

Upon employment, an orientation to the agency was provided.

The typical Social Service Worker had previous employment experiences in social services or in health, education, or welfare. The typical assistant/aide had some college education (or at least a high school education), while the typical social worker and supervisor had a BA/BS degree. The service worker's college major had been social welfare or sociology, and typically, the worker planned to continue formal training, with assistant/aides aspiring toward a BA/BS degree, and social workers aspiring toward a MSW/MA degree.

Four out of five service workers were female and between the ages of 20 and 40 (most likely under 29). They resided within a five mile radius of the center employed. If the worker was an assistant/aide, the worker was likely to reside within a three mile radius of the center. The median salary for assistants/aides and social workers was between $9,000 and $9,999, and for supervisors was between $12,000 and $12,999.

In one of three cases, the assistant/aide or social worker was supervised by a social service supervisor, and in two of five cases was supervised by the agency/center director. The remainder were supervised by a social worker or an assistant director. Generally, she participated in staff development and "Practice Skills" training regarding "intervention" or "health advocacy." Only one in every three Social Service Workers were promoted since their employment with their agency.

The usual caseload was between 21-40 families per worker. It depended upon the worker's position: Assistant/aides were frequently assigned more than 61 families; social workers were usually assigned less than 50 families.

Sixty-five percent of the social worker's time was concentrated on "Client Related Activities" and 25% on "Agency Related Activities." Assistants/aides spend 55% of their time on "Client Related Activities" and 35% on "Agency Related Activities." Social workers and assistants/aides spent their time in the same ways, except that social workers provided more of the Direct Services, and assistant/aides spent more of their time on "Eligibility," and "Parent Activities." Supervisors spent 20% of their time on "Client Related Activities" and 60% of their time on "Agency Related Activities."

Direct Services most often provided were in the form of "information and referral" and "counseling." The specific "content areas" pertained to employment and training, health, marriage problems, housing, and school placement. Other important services were child guidance, public assistance, and career and academic counseling.

Implications

1. Assistants/aides spent more time on "eligibility" and "parent activities" and less time on "direct services" than did social workers. They also had different levels of formal training and prior experiences than social workers. Therefore, it seems that they would need essentially different types of training programs. That is, assistants/aides may need training in how to maintain and update records and techniques for working with parents in parent activities; social workers may need training in practice skills necessary to resolve family problems.

However, if assistants/aides are part of the career ladder, working toward becoming professional social workers, they should also be provided with a training program that leads them toward the professional level. If this is the case, then training should be provided to assistants/aides on two separate levels. One for record keeping and working with parents, and a second program for learning the professional skills necessary for direct services (services relating to changing behavior, attitudes, and values). How to provide these two levels of training is an issue to which the director will have to give serious consideration.

2. Over half of the service workers were supervised by the agency/center directors. If the background of that "supervisor" is not in social work, then there is concern for the type and manner of supervision for growth and development provided to service workers. Perhaps training for directors could also be provided for those without a background in social services.

APPENDIX A

TITLE IV-A AGENCIES SOCIAL SERVICE PERSONNEL PROFILE QUESTIONNAIRE

Endorsed 4/17/75
Instrument A

TITLE IV-A AGENCIES SOCIAL SERVICES PERSONNEL PROFILE

INSTRUCTION: Place a check mark or complete the blank spaces for each question.

****

Agency: _____

Position: _____

Supervised by (position only): _____

****

1. Age:
( ) 20-24 ( ) 45-49
( ) 25-29 ( ) 50-54
( ) 30-34 ( ) 55-59
( ) 35-39 ( ) 60-64
( ) 40-44 ( ) 65-69

2. Sex:
( ) Male
( ) Female

3. Gross salary per/year:

_____

4. Employment and No. of hrs./wk.
( ) Full time _____
( ) Part time _____

5. Does your job require you to consistently work overtime in order to complete your duties?

( ) Yes ( ) No

If yes, approximately how many hours of overtime work is required? _____

6. The location of your place of residence is:

( ) Less than 10 blocks from the center
( ) 1 mile to 2.9 miles from the center
( ) 3 miles to 4.9 miles from the center
( ) 5 miles to 9.9 miles from the center
( ) 10 or more miles from the center

7. Level of education:

( ) Less than high school
( ) High school graduate
( ) One or two years college
( ) Community college graduate
( ) Three or four years college
( ) BA or BS completed
( ) One or two years graduate school
( ) MA or MSW completed
( ) Other college credits after MA or MSW

8. Major in college (if applicable): _____

9. List the number of years and type of employment experiences prior to your present position (e.g., 3 yrs., elementary teacher).

Yrs.	Experiences	Yrs.	Experiences
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

10. How many years have you been employed in the social services component at the agency? _____

11. How did you learn of your job at the agency? (Check the best response.)

( ) Called or walked into the agency and applied
( ) Employment office
( ) Friend
( ) My child is enrolled at the agency
( ) Newspaper advertisement
( ) Past volunteer at the agency
( ) Referral from a day care agency
( ) School field placement
( ) Other (specify) _____

12. Upon your employment with the agency, were you given an orientation to the agency's program, especially the social services worker's role, functions, and purpose?

( ) Yes ( ) No

13. Since your employment with the agency, have you been promoted to another position (e.g., social work aide to social worker)?

( ) Yes From: _____ To: _____
( ) No
( ) Promotion will be made within a month

14. What do you consider the three most important services provided by the component to families in day care?

1) _____

2) _____

3) _____

15. On the average, how many families are you responsible for providing services? If none, write NONE. _____

16. Your job requires you to do a number of things. What are these kinds of things and what percentage of work time do they require? Please indicate either the percentage of time or N.A. (not applicable). Total percent of time should equal 100%.

Function	% of time	Function	% of time
Client related:		**Agency related:**	
Eligibility (determining, redetering, recruitment)	_____	Participating in Agency activities (e.g., staff conferences, meetings, workshops)	_____
**Providing direct services to families (e.g., job counseling) SEE NOTE AT BOTTOM	_____	Participating in community activities (e.g., panelist)	_____
Collateral services: (e.g., contacting other agencies, referring, verifying information)	_____	Participating in parent involvement activities (e.g., organizing or conducting activity)	_____
Recording (or dictating) for case records	_____	Unspecified and Unaccounted (e.g., statistical and program reports, clerical work)	_____
Planning and organizing own work	_____		
Travel (e.g., making home visits, escorting families)	_____	Other (specify)	
		_____	_____
Supervision:	☐	_____	_____
Supervise other workers	_____	_____	_____
			☐

**Please specify types of direct services (marital counseling, employment referral) provided by your agency.

1) _____ 4) _____

2) _____ 5) _____

3) _____ 6) _____

17. Have you participated in courses, workshops, and in-service programs to improve and broaden your knowledge of social services or child development since September 1974?

( ) Yes ( ) No

If yes, list the title, type or description, length, and place of the training (e.g., Intro. to Child Dev., Education, 3 hrs., per/wk. for 14 wks., Temple Un.).

	Title	Type or Description	Length	Place of Training
1)				
2)				
3)				
4)				
5)				

18. Do you plan to continue further in a degree or certificate program?

( ) Yes (toward what degree or certificate program) _____
( ) No

Please explain your response: _____

_____

COMMENTS: Do you have any comments regarding the questions addressed to you? Were any questions unclear? If so, please specify which ones.

APPENDIX B

TABLES OF 27 CHARACTERISTICS OF THE SOCIAL SERVICE PERSONNEL IN TITLE IV-A DAY CARE IN PHILADELPHIA 1974-1975

TABLE B1

NUMBER OF RESPONDENTS BASED ON TYPES OF CENTERS

Type of Agency	Number of Respondents	Percentage*
Preschool (PS)	53	41%
Preschool & School Age (includes Homes)	30	23%
School age (SA)	20	16%
Specialized (MH/MR)	14	11%
IT/PS/SA	8	6%
Infant & Toddlers (IT)	4	3%
Total	129	100%

TABLE B2

NUMBER OF RESPONDENTS BASED ON SIZE OF AGENCY

Center Size (Capacity for Children)	Number of Respondents	Percentage
1-49	18	14%
50-99	30	23%
100-149	14	11%
150 & above	67	52%
Total	129	100%

*All percentages are rounded to the nearest whole number. In some tables the total may not equal 100% due to this technique.

TABLE B3
PRIMARY AGENCY SOCIAL SERVICES
IDENTIFIED BY SOCIAL SERVICE WORKERS
N=129

Cateogories Of Responses	Frequency	Percentage Of Respondents
Information and Referral	53	41%
Counseling	47	36%
Parent Activities	23	18%
Health Services (records, screening)	16	12%
Communications Channel (agency - family)	15	12%
Eligibility	15	12%
Communications Channel (community - family)	11	9%
Updating family about child's progress	4	3%
Life Skills	3	2%
School Placement	2	2%
Supervison of Homes	2	2%
Unable to Respond	28	21%

TABLE B4

METHOD BY WHICH JOB OPPORTUNITY WAS IDENTIFIED BY SOCIAL SERVICES WORKERS

Responses	Total IV-A Number	Total IV-A Percentage*
Friend/Acquaintance	48	37%
Called or Walked In	22	17%
News Advertisement	12	9%
School Field Placement	8	6%
Volunteer or Employment with Agency	8	6%
Employment Office	4	3%
Referral from Day Care Agency	4	3%
Child Enrolled at Center	3	2%
Other	20	16%
Total	129	99%

TABLE B5

IS OVERTIME REQUIRED
TO COMPLETE SOCIAL SERVICE WORK

	Total IV-A	
Response	Number	Percentage
Yes	52	40%
No	77	60%
Total	129	100%

TABLE B6

REPORTED NUMBER OF HOURS OF OVERTIME

	Total IV-A	
Hours	Number	Percentage
1 - 5	29	56%
6 - 10	6	11%
11 - 15	3	6%
"Varies"	14	27%
Total	52	100%

TABLE B7

NUMBER OF FULL TIME AND
PART TIME SOCIAL SERVICE WORKERS

Employment Status	Total IV-A	
	Number	Percentage
Full time	122	95%
Part time	7	5%
Total	129	100%

TABLE B8

REPORTED AGES OF SOCIAL
SERVICE WORKERS

Age	Total IV-A	
	Number	Percentage *
20 - 29	55	43%
30 - 39	32	25%
40 - 49	30	24%
50 - 59	11	8%
60 - 69	1	1%
Total	129	101%

TABLE B9

DISTRIBUTION OF SOCIAL SERVICE WORKERS BY SEX

Response	Total IV-A	
	Number	Percentage
Male	23	18%
Female	104	80%
Blank	2	2%
Total	129	100%

TABLE B10

EDUCATIONAL ATTAINMENT OF SOCIAL SERVICE WORKERS

Education Completed	Total IV-A	
	Number	Percentage
HS or less	20	15%
Some College	24	19%
BA/BS or BA/BS plus other credits	57	44%
MA/MSW or MA/MSW plus other credits	28	22%
Total	129	100%

TABLE B11

SOCIAL SERVICE WORKER'S
MAJOR IN COLLEGE

Response	Total IV-A Number	Total IV-A Percentage
Social Work/Social Welfare	36	33%
Sociology	26	24%
Psychology	11	10%
Social Sciences	7	6%
Education	9	8%
Other	4	4%
No response	16	15%
Total	109	100%

TABLE B12

SOCIAL SERVICE WORKERS' PLANS FOR
CONTINUING EDUCATION IN RELATION
TO THEIR CURRENT POSITION

Response	CURRENT POSITION: Assistant/Aide Number	Assistant/Aide Percentage	Social Worker Number	Social Worker Percentage	Supervisor Number	Supervisor Percentage	Total Number	Total Percentage
Will Continue Education	35	73%	36	53%	8	-	79	61%
Will Not Continue Education	5	10%	18	27%	4	-	27	21%
Undecided	1	2%	9	13%	0	-	10	8%
No Response	7	15%	5	7%	1	-	13	10%
Total	48	100%	68	100%	13	-	129	100%

TABLE B13

ASPIRATIONS OF SOCIAL SERVICE WORKER
FOR A DEGREE OR CERTIFICATE IN RELATION
TO CURRENT POSITION

	CURRENT POSITION							
	Assistant/ Aide		Social Worker		Supervisor		Total	
Response	Number	Percentage*	Number	Percentage	Number	Percentage	Number	Percentage*
AA	4	14%	1	3%	0	-	5	7%
BA/BS	13	45%	2	6%	0	-	15	21%
MSW	6	21%	19	56%	1	-	26	37%
MA	1	3%	10	29%	1	-	12	17%
Ph.D.	0	0%	1	3%	4	-	5	7%
Certificate	1	3%	1	3%	0	-	2	3%
Combination	1	3%	0	0%	1	-	2	3%
Other	3	10%	0	0%	0	-	3	4%
Total	29	99%	34	100%	7	-	70	99%

TABLE B14

SOCIAL SERVICE WORKERS'
SALARIES RELATIVE TO THEIR PROBLEMS

Salary Range	Number of Respondents			
	Assistant/ Aide	Social Worker	Supervisor	Total*
5,000-5,999	3	0	0	3
6,000-6,999	3	0	0	3
7,000-7,999	2	3	0	5
8,000-8,999	6	16	1	23
9,000-9,999	9**	13**	2	24**
10,000-10,999	7	16	1	24
11,000-11,999	4	7	2	13
12,000-12,999	1	3	1**	5
13,000-13,999	0	1	0	1
14,000-14,999	0	1	4	5
15,000-15,999	0	0	1	1
16,000-16,999	0	1	1	2
Total	35	61	13	109

*Twenty respondents did not answer this question.
**Median salary for each position and overall.

TABLE B15

PROXIMITY OF SOCIAL SERVICE WORKERS TO THE CENTER WHERE THEY ARE EMPLOYED

Proximity in Miles	Total IV-A	
	Number	Percentage*
0 - 2.9	38	30%
3 - 4.9	33	26%
5 - 9.9	26	20%
10 or more	30	23%
No Response	2	2%
Total	129	101%

TABLE B16

PROXIMITY OF SOCIAL SERVICE WORKERS TO THE CENTER RELATIVE TO THEIR POSITIONS

Proximity in Miles	Assistant/ Aide		Social Worker		Supervisor		Total	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Less than 1	10	21%	1	1%	0	-	11	9%
1 - 2.9	10	21%	16	24%	1	-	27	21%
3 - 4.9	13	27%	16	24%	4	-	33	25%
5 - 9.9	8	17%	15	22%	3	-	26	20%
More than 10	7	14%	18	26%	5	-	30	23%
No response	0	0%	2	3%	0	-	2	2%
Total	48	100%	68	100%	13	-	129	100%

TABLE B17

PROVISION FOR ORIENTATION OF SOCIAL SERVICE WORKERS TO THE PROGRAM

	Total IV-A	
Response	Number	Percentage
Yes	104	80%
No	24	19%
No Response	1	1%
Total	129	100%

TABLE B18

NUMBER OF YEARS EMPLOYED PRIOR TO CURRENT JOB

	Total IV-A	
Number of Years	Number	Percentage*
1 - 5 years	52	40%
6 - 10 years	36	28%
11 - 15 years	9	7%
16 - 20 years	5	4%
More than 20	8	6%
First Job	3	2%
Other	3	2%
No response	13	10%
Total	129	99%

TABLE B19

TYPE OF EXPERIENCE
PRIOR TO CURRENT EMPLOYMENT

Type of Experience	Total IV-A	
	Number	Percentage
Education	14	11%
Social Services (Parole, Foster Care, County Board of Assistance)	34	26%
Health	2	2%
Merchandising	8	5%
Resident Camp/ House Parent	6	6%
Combination of Health Education and/or Social Services	20	15%
Other combinations	27	21%
Not specified	18	14%
Total	129	100%

TABLE B20

SOCIAL SERVICE WORKERS' LENGTH OF SERVICE WITH THEIR CURRENT DAY CARE AGENCY

Length of Service (Years)	Total IV-A	
	Number	Percentage
Less than 1	19	15%
1 - 2.9	48	37%
3 - 4.9	35	27%
5 - 9.9	24	19%
10- 15	3	2%
Total (0 - 15)	129	100%

TABLE B21

PROMOTION RECORD REPORTED BY SOCIAL SERVICE WORKERS

Promotion Occurred	Total IV-A	
	Number	Percentage
Yes	39	30%
No	86	67%
It will within a month	3	2%
No response	1	1%
Total	129	100%

TABLE B22

TYPE OF PROMOTION
SINCE EMPLOYMENT AT AGENCY

Category of Promotion (from-to)	Total IV-A	
	Number	Percentage
Other position to Assistant	10	24%
Assistant to Assistant (levels)	5	12%
Assistant to Social Worker	11	26%
Social Worker to Social Worker (levels)	5	12%
Social Worker to Supervisor	6	14%
Social Worker to other positions	5	12%
Total	42	100%

TABLE B23

POSITION OF PERSON RESPONSIBLE FOR THE SUPERVISION OF THE SOCIAL SERVICE WORKERS

	Total IV-A	
Position	Number	Percentage
Social Worker	7	5%
Social Services Component Supervisor	38	30%
Center or Agency Director	56	43%
Agency Assistant Director	11	9%
No One	1	1%
Special Situation	4	3%
No response	12	9%
Total	129	100%

TABLE B24

PROVISION FOR STAFF DEVELOPMENT AS REPORTED BY SOCIAL SERVICE WORKERS

	Total IV-A	
Staff Development has been conducted	Number	Percentage
Yes	110	85%
No	16	13%
No response	3	2%
Total	129	100%

TABLE B25

TYPES OF TRAINING IN WHICH SOCIAL SERVICE WORKERS PARTICIPATED

Categories of type of Training	Total IV-A	
	Number	Percentage*
Day Care Services "Support Group"	3	2%
Practice[1]	58	45%
Practice[1] and Theory	18	14%
Day Care Services Support Group and:		
a) Practice	14	10%
b) Theory	1	1%
c) Practice, and Theory	4	3%
Theory	7	5%
Unspecified	5	4%
Response Not Applicable	19	15%
Total	129	99%

[1]The Category of "Practice" included unspecified Day Care Services workshops, and skill development in areas of: assessment, intervention, supervision and management, working with parents, and Health Advocacy Trainir (H.A.T.).

TABLE B26

TYPE OF INSTITUTION FROM WHICH
TRAINING WAS RECEIVED BY SOCIAL SERVICE WORKERS

Type of Institution	Total IV-A	
	Number	Percentage
Prime Contractor (Day Care Services)	21	20%
Agency, In-Service	8	7%
University or College	8	7%
Professional Societies	2	2%
Other Day Care Agencies	7	7%
Combinations of above	61	57%
Total	107	100%

TABLE B27

SPECIFIC SERVICES PROVIDED BY
SOCIAL SERVICE WORKERS

Specific Services	Methodology							
	Information & Referral N=69		Counseling N=59		Unspecified N=61		Total N=95	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Academic	2	3%	3	5%	3	5%	8	8%
Attendance	0	0%	1	2%	0	0%	1	1%
Career	0	0%	3	5%	2	3%	5	5%
Day Care	6	9%	0	0%	1	2%	7	7%
Child Guidance	1	1%	6	10%	4	7%	11	12%
Eligibility	1	1%	0	0%	6	10%	7	7%
Employment/ Training	38	55%	9	15%	13	21%	60	63%
Scholarships	1	1%	0	0%	0	0%	1	1%
Health	20	29%	5	8%	17	28%	42	44%
Housing	3	4%	0	0%	10	16%	13	14%
Legal	2	3%	1	2%	3	5%	6	6%
Marriage/ Divorce/ Separation	1	1%	19	32%	1	2%	21	22%
Personal Problems	0	0%	0	0%	1	2%	1	1%
Public or Medical Assistance or Food Stamp	7	10%	0	0%	6	10%	7	7%
School Placement	6	9%	2	3%	3	5%	11	12%
Socialization	0	0%	0	0%	2	3%	2	2%
Transportation	0	0%	0	0%	1	2%	1	1%
Methodology stated	20	29%	37	63%	0	0%	57	60%
Specific services stated	0	0%	0	0%	23	38%	23	24%
Other	4	6%	2	3%	8	13%	15	16%